Preparing the College for Students...
Not Just Preparing Students for College:
An Organizational Strategy for Implementing Guided Pathways

Bill Scroggins, President/CEO
Irene Malmgren, Vice President, Instruction
Margie Whalen, Professor, English Department Chair
Tom Mauch, Dean, Counseling

October 12, 2017
What is “Guided Pathways?”

Making college ready for students rather than students ready for college.
What is “Guided Pathways?”

- Transforming the institution rather than creating “boutique” programs
- Reducing barriers to student progress at key “choke points”
- Making college ready for students rather than students ready for college
What “Guided Pathways” is **NOT**

- Guided Pathways is **NOT curriculum reform** but rather focuses on structure and scheduling
- Guided Pathways is **NOT administratively driven** but rather provides administrative support for faculty driven reforms
- Guided Pathways does **NOT limit student choices** but rather provides clear, structured experiences and advice for students to make informed choices
- Guided Pathways is **NOT a vehicle to eliminate programs** and reduce general education options but rather enables students to better understand:
  - which program to choose and how to move through that program and
  - which general education courses fit with their program of study
Why Guided Pathways?

- Uses lessons learned from Student Success, Student Equity, and Basic Skills to bring to scale
- Attacks barriers at each step on the students’ path
- Uses the collective knowledge of faculty
- Creates flexible solutions that fit students with different needs
- Transforms the entire institution
- Does not “bolt on” another fix
- Adapts technology in ways students actually use
- Makes bold changes in laws, regulations, processes
AACC Pathways Institutes

The guided pathways model is based on: Programs, support services, and instructional approaches are that are redesigned to help students:

• **clarify** their goals
• **choose** and **enter** pathways that will achieve those goals
• **stay on** those pathways
• and **master knowledge and skills to advance** in the labor market and successfully pursue further education.
Expected Transformations

- Alignment of High School Exit and College Entry Standards
- Assessment & Placement on Non-Test Multiple Measures
- Early Career Counseling & Choice of Career Cluster
- Contextualized Basic Math & English
- Imbedded Counseling with Early Alert
- Multiple Paths in Developmental Math & English
- Bringing Academic Support Into the Classroom
- Success Centers by Career Cluster in Proximity to Classes
- Clear Maps of Course Sequences in Programs of Study
Guided Pathways

1. Getting Started: Pathways Workgroup
   a. Membership

   College President                  Coordinator of Learning Communities
   VP Instruction                    3 Faculty Members, Counseling
   Associate VP Instruction          2 Faculty Members, Learning Assistance
   Associate Dean Instruction        Faculty Member, Math
   VP Student Services                Faculty Member, English
   Director of Research              Dean of Humanities
   Research Assessment Analyst       Dean of Counseling
   2017: Added Noncredit Faculty
Guided Pathways

1. Getting Started: Pathways Workgroup
   
   b. Meeting Schedule – twice/month
   
   c. Agenda Topics to date:
      
      • Institute #1 – Leadership for Transformational Change
      
      • Institute #2 – Mapping Pathways through the Institution
      
      • Institute #3 – Redesigning Student Intakes Systems and Ongoing Academic and Non-Academic Supports
      
      • Institute #4 – Ensuring Students are Learning and Progressing along the Pathway
      
      • Institute #5 – Pathway Design II: Pathways to Transfer & Employment
Guided Pathways

Spreading the Word: Local Workshops

I. Academic & Student Services Spring Master Planning Summit, May 13, 2016
II. Summer Pathways Institute, August 22-23, 2016
III. Fall Pathways Institute, October 21, 2016
IV. Contextualized Learning Discussion December 2, 2016
V. Accurate Placement & Equity, May 12, 2017
I. Academic & Student Services
Spring Master Planning Summit
May 13, 2016

Dr. Rachel Baker: Cafeteria Choices vs. Informed Buckets of Options

![Enrollment Information](image-url)
I. Academic & Student Services
Spring Master Planning Summit
Identifying Career Clusters

- Aviation, Electronics, & Manufacturing
- Sciences
- Teaching & Education
- Humanities & Communication
- Plants & Animals
- Business & Information Technology
- Health, Wellness, & Public Service
- Art & Design

May 13, 2016

Mt. San Antonio College
I. Academic & Student Services
Spring Master Planning Summit

Building a Pathway
II. Summer Pathways Institute
August 22 & 23, 2016

Why Contextualized Learning & Career Clusters?

85%
Place into basic skills English

77%
Place into basic skills math
### First Math Course Taken

<table>
<thead>
<tr>
<th>Math</th>
<th>LERN 48 Ultimate Success</th>
<th>LERN 49 Ultimate Success</th>
<th>MATH 50 Ultimate Success</th>
<th>MATH 51 Ultimate Success</th>
<th>MATH 71 Ultimate Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestone</td>
<td>Throughput</td>
<td>Milestone</td>
<td>Throughput</td>
<td>Milestone</td>
<td>Throughput</td>
</tr>
<tr>
<td>LERN 48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72%</td>
<td>72%</td>
<td>63%</td>
<td>45%</td>
<td>68%</td>
<td>31%</td>
</tr>
<tr>
<td>LERN 49</td>
<td></td>
<td>68%</td>
<td>31%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>63%</td>
<td>45%</td>
<td>52%</td>
<td>16%</td>
<td>55%</td>
<td>39%</td>
</tr>
<tr>
<td>MATH 50</td>
<td></td>
<td>61%</td>
<td>10%</td>
<td>71%</td>
<td>28%</td>
</tr>
<tr>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 51</td>
<td></td>
<td></td>
<td>61%</td>
<td>10%</td>
<td>71%</td>
</tr>
<tr>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>MATH 71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68%</td>
<td></td>
<td>68%</td>
<td>1.3%</td>
<td>71%</td>
<td>4.5%</td>
</tr>
<tr>
<td>73%</td>
<td>17%</td>
<td>75%</td>
<td>32%</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

*academic years 2008-2009 through 2012-2013
### English

#### First English Course Taken*

<table>
<thead>
<tr>
<th>Course</th>
<th>Milestone</th>
<th>Throughput</th>
</tr>
</thead>
<tbody>
<tr>
<td>LERN 81</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>43%</td>
</tr>
<tr>
<td>ENGL 67</td>
<td>72%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>18%</td>
</tr>
<tr>
<td>ENGL 68</td>
<td>77%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>9%</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>77%</td>
<td>7%</td>
</tr>
</tbody>
</table>

*academic years 2008-2009 through 2012-2013

RIE, John Barkman, 5/18/2016
II. Summer Pathways Institute

Breakout 1: Facing Your Fears about Contextualization
• Basic Skills Faculty Members & Counselors

Breakout 2: Mapping Programs the Mt. SAC Way
• Content Faculty Members & Counselors
III. Fall Pathways Institute

The Eye of the Counselor

- Silver Calzada, Counseling
- Emily Versace, Counseling
IV. Contextualized Learning: A Discussion

Stop. Breathe. Discuss.
Simultaneous Efforts

I. Counseling:
   i. “On-Boarding” Planning Retreats
   ii. Orientation includes Career Assessment & Career Clusters
   iii. Liaison Counselors
   iv. Intrusive Counseling

II. English & Math Faculty: Developed contextualized Basic Skills with focus on each Career Cluster

III. College Catalog Redesign: Organized around Career Clusters and including Maps

IV. Instructional Web Pages: Include Program/Degree/Certificate Maps

V. Research: Keeping the data in front of us

VI. Planning for Local Institute V: Accurate Placement & Equity
“Unintended” Consequences

I. Math & English Placement Reform
   - Examined state and national data
   - Departments voted to expand multiple measures
     - place new students on GPA & H.S. course grade
   - Expected outcome: higher initial placement
   - Next steps: provide support (tutoring, co-requisites)
     gather data & evaluate success
Mt. SAC Best Practices

Start with research
Build coalitions / working groups
  • Pathways Steering Group (classified, managers, faculty)
  • Counseling / Discipline faculty meetings
  • Counseling planning retreats
Involve students at all stages!!
Get multiple perspectives on the pathways
  • Counselors, students, and non-discipline faculty see programs differently
Changes have to happen on multiple fronts
  • Process, systems, and planning
Mt. SAC Experience & Observations

Highlights good work we are already doing
Encourages looking at the College/programs from the student perspective
Produces a critical self-examination of programs
Departments examining scheduling practices
Dialogue between counseling faculty and program faculty
Illustrates the importance of faculty buy-in
Collaboration between campus groups done the “Mt. SAC Way”
Leadership Challenges

• Change at Scale means Institutional Transformation
• Significant Change Requires a Sense of Urgency and Climate of Innovation
• Pathways:
  o Is Faculty Driven so Buy In is Critical
  o Touches All so requires Wide Outreach and Connections
  o Requires Instruction and Student Services Partnerships
  o Is a Framework, not a Solution, this Context and Flexibility
  o Requires Viewing Choke Points through Student Eyes
  o Is a Discovery Process needing Reactive Support
  o Requires Scaling so Technology and Efficiency Solutions
Statutory & Regulatory Policy Needs

1. **To Increase Completion Rate:** Priority registration for students within one or two courses needed to complete an associate degree or certificate of achievement.

2. **To Allow Early Entry into Major:** Program prerequisites and priority registration for students taking courses in a program sequence.

3. **To Allow Accelerated Basic Skills:**
   - Permissible student enrollment in two courses in a basic skills prerequisite sequence taken consecutively within the same term.
   - Priority registration to take a prerequisite series of basic skills courses in sequential semesters in a linear learning community.
Statutory & Regulatory Policy Needs

5. **To Require Early Enrollment in College Readiness Courses in Math and English:** Loss of registration priority for not successfully completing courses in math and English leading to the associate degree course within two semesters or twenty four units.

6. **To Assist Students in Mastering Basic Skills:** Allow repeating basic skills courses up to four times.

7. **To Promote Academic Success Support:**
   - Allow districts to claim apportionment for tutoring when paid from categorical funds.
   - Allow approved noncredit tutoring courses which meet Title 5 §58170 to be eligible for apportionment without immediate supervision and control of a faculty member.
Resource Needs

- Research and Technology Support
- Software and Data Analytics Support
- Faculty Professional Development
- Faculty Load Capacity to Reform Basic Skills and Major Program Pedagogy and Curriculum Design
- Increased Faculty and Staff Capacity in Counseling, Learning Assistance, and Student Support to Meet Demand at Scale
- Funding to Increase Basic Skills Offerings to Meet Demand at Scale
- Coordinating and Management Capacity to Meet Intake, Onboarding, and Scheduling at Scale
Conclusion

Your quandaries, comments, or concerns
Let’s talk!!